

The Starting of the Liberal Education  
for all movement.

p1 pneu54H

HOUSE OF EDUCATION,  
AMBLESIDE.

A new William Spence  
P.T. with letters  
2 Ambleside papers.

E.S.A., London.

for this movement.







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April Jackson  
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Archbishop Canterbury  
Bishop of Winchester

Rathbone Dodd  
M. H. R. Benge (London)  
Beatt (Sheffield Ship School)  
Rev. Dr. Barnes (Temple)

Anna Bennett

Anna Bennett

Mr. Wells

Canon

Miss Helen Lenz

Miss Clarendon

Dr. Pennington for Mr. Abbott

Miss Lenz

Benson (Leeds)

Armstrong

Mr. Lenz

Miss Kelson (Leeds)

W. Edwards - Mr. Thompson Tyndal

Dr. Brinkley

Gilbert - Chester

Miss Kelson (Leeds)

W. Edwards - Mr. Thompson Tyndal

Dr. Brinkley

Gilbert - Chester

Miss Kelson (Leeds)

W. Edwards - Mr. Thompson Tyndal

inverness



p6pneu544

1. Letter - general

2. " " L.R.

3. Book up. Who had people sent me 7 letters

4. When she goes on P.W. business

? All members? Some - letter pamphlet

Letter to invite suggestion for spreading

the light

? Subjects as agents



Dear Sir Sidney Lee

I should like to publish your statement on  
over speech <sup>with which I am</sup> <sup>in sympathy</sup> <sup>Parents' Theorem</sup> of you  
will <sup>kindly</sup> allow me to do so,

"The problem before us is to give in  
education the, in, as you say, "gradually  
humanizing & liberalizing" to working men's  
children as well as to those in <sup>our</sup> schools

I think we have found a  
solution - I think enough to reach

the 3 p. <sup>5</sup> who come with this <sup>utterly</sup> <sup>utter</sup>  
A liberal education! I think you

will be convinced that by the recognition  
of certain principles it is possible to

send out liberal citizens from the  
very poorest of our schools. The

work is ~~truly~~ delightful. It seems to  
me that the experiment described in

pt. 2 is ~~very~~ notable in the history of  
education, and the more so because

persons who have seen the lab. <sup>at</sup>  
say, "the help we are <sup>old</sup> <sup>me</sup>"

Not (the result) are <sup>endeavouring</sup> to organizing  
movement for the spread of this kind of school  
work. Will you give us your <sup>own</sup> <sup>advocacy</sup>  
any suggestions that occur to you



on P. H. H. - papers

p8pneu544

Liberal & L.

Sir

I beg you to consider the 4 small  
pamphlets which describe a successful  
scheme of education for elementary ~~for~~ <sup>for</sup> ~~the~~ <sup>the</sup>  
schools, - the work of the P. H. H. is somewhat adapted.

The 3<sup>rd</sup> & 4<sup>th</sup> pamphlets describe the  
working of this scheme in the Gills' school  
of a mining village in Yorkshire, where it is thought  
that it is possible to give, in English, such  
an education to the children of working men  
as will make them efficient, patriotic  
& large-minded citizens, with resources  
for their own leisure & pleasure; persons  
who, having read & thought, should not  
readily be carried away by the fallacious arguments  
to which some "labour" ~~preacher~~ <sup>preacher</sup> "unrest" is due.

The working of this scheme does not  
involve any neglect of handicrafts, or  
the physical & vocational training already so well  
carried out in schools.

I beg you to read & weigh these  
pamphlets & give us your opinion. If  
you think well the support of your interest & advocacy,  
perhaps you will allow us to enclose you



in the 3d degree, whose object  
 is to advance <sup>this particular</sup> scheme of thought & work  
 whose results of which differ from  
 those that follow other methods in kind  
 rather than in degree. For this reason  
 it seems <sup>not</sup> advisable to adopt the scheme  
 in its organization depending upon  
 the principles, & it is satisfactory that  
<sup>achieve</sup> ~~which~~ depending upon certain educational  
 discoveries indicated in Rpt. 12.

Hoping that we may have the  
 pleasure of hearing from you.

We are

Yrs. B. C.

Mr. Ambler & Mrs. Kerpert, etc.

See Mr. Kallman Mr.

Mrs. Lenz? P.

Mr. Coffin

Mrs. Rice;

& Schreyer, (Mr. Wright)

Mr. & Mrs. Kallman

Mr. Mrs. Wood



Sis

My letter to the T & S of the — has met with  
 so wide a response that — perhaps in the interests  
 of your readers & of Nat. Ed. you would  
 allow me to make a further exposition of a  
 method which rests upon a few seemingly  
 unimportant discoveries as to the behavior  
 of mind. The results of practices  
 founded on these methods are so  
 surprising & delightful, so altogether  
 profitable to the nation that I believe, Sis, you  
 will be furthering the cause to which  
 you do such admirable service by allowing  
 me to make some of them known through  
 your columns.

For example, a slight (unofficial) inspection  
 was made last week of some Connell  
 Schools working on this method. The  
 report of the work at the moment in  
 one class of a school of over 200 girls: not  
 by the way, the Sch. to which I referred in my last letter  
 (Lute Hill, S.)







The functions which Education has hitherto  
 taken upon herself of 'developing the faculties',  
 'teaching children how to learn', & so on,  
 are gratuitous & unnecessary. The  
 demand of children is for large  
 quantities of 'moral food'. But  
 information is not such food; ~~so that~~  
 what they will assimilate must be put  
 in literary form, much to the arresting  
 sort - But one knows at a single reading  
 given his sort of intellectual diet, & they  
 are voracious; history or travel, science or  
 art, nothing comes amiss. The curiosity  
 of children is unbodied & they range  
 with delight over the whole field of  
 knowledge; varieties, in fact, is as necessary  
 to them as quantity & quality in their  
 intellectual diet.

But growth in the <sup>self-</sup>reason of discipline  
 & the method of their education must  
 supply the exacting discipline which young  
 people require. We find this in the old



p13pneu544

axiom: "The mind can know nothing but what it can produce in the form of an answer to a question put by the mind to itself." In conformity with this precept, we require children to tell in speech or writing, that which they have acquired, or some part of it. We find ourselves here, again, standing on the bed-rock of nature; such 'telling' proves to be natural & delightful to children & they throw <sup>much</sup> themselves into it with eagerness. Behold, without any direct effort on our part, even one of the "faculties" is developing like flowers & leaf-buds after spring showers!

Recognizing these & some other points in the behavior of mind, any body's mind, we are able to draw up alarmingly long syllabuses of work term by term, which the children meet in mid-courses easily & are prepared to enjoy the week of 'examination' with which each term ends.



They want, save the same purpose as the  
 moderation which follows each <sup>period of</sup> study; they are  
 rather record (a very full record), than tests.  
 Since the wise action of the Board of Education  
 in substituting friendly inspections for  
 formal examinations, the child does who  
 attend elementary schools are especially open  
 to receive a "liberal education". Their natural love  
 of knowledge, has free play because they are  
 not distracted by competition in any form;  
 they do not work for prize or place &  
 so are peculiarly open to what has been called  
 the "joy of learning".

This temper of ~~the~~ <sup>the</sup> schools is well illustrated  
 by extracts from a good letter from the boys  
 of a big school, which came to the writer because  
 students who have been trained at a certain  
 set of Y. M. C. have been asked to give a little help  
 in Boston study & tour schools. These ladies  
 are scattered over the country usually as  
 governesses in families, with plan is for  
 a government who pupils to undertake a  
 school, sending from time to time such specimens  
 of twigs or flowers as are required for the term's  
 work. But I cannot introduce the boys' letter  
 better than by an extract from Mrs. J. V. the more



So as it makes a point to which I am  
anxious to call attention.

Extract. Etc.

Here are some fragments from the letters  
of the boys which are much too short to do  
justice to the writers: -

editors Etc.

I venture ~~to~~<sup>add</sup> ~~to~~<sup>to</sup> ~~introduce~~<sup>introduce</sup> two complete letters which  
give a fair idea of the rest, the point being  
that the two girls in the South & the boys in  
in the North are working on an identical syllabus  
& therefore have much in common. (Many of  
the girls may include more subjects,

Letters Etc. Long & short -

As I have said, I call in witnesses to  
support certain points which I wish to make.

A liberal ed<sup>n</sup> based on wide reading  
should make for joyous living in whatever  
circumstances one may or first may be placed.

It should make for a happy home life  
in the present & afford memories enriched  
with all the pageantry of childhood, exquisite  
scenes over which we have laughed or wept  
with those dear to us, & is here, a closer  
bond? It should afford the intellectual



promote in rational social  
 intercourse. It should, as Miss D,  
 suggests, bridge over the disastrous  
 gulf which separates social classes,  
 & restore something of the friendship  
 resting on common interests which existed  
 everywhere before the days of <sup>past</sup> industrial  
 rivalries; & has asserted itself again in  
 the relations between officer & man in the  
 army. Here we get a happy example  
 of the bond of union afforded by a common  
 curriculum: a generous relation, untroubled  
 by the jealousies & sorenesses which too often  
 attend attempts at social <sup>intimacy</sup> ~~intimacy~~  
 between persons belonging to different classes,  
 and in this connection it is to be observed that  
 the benefit is mutual; indeed, Miss D.  
<sup>insists especially on the</sup> ~~chiefly importance of~~ the fact that her two pupils  
 a wider, more joyful individual life,  
 family life, & social life are not the only  
 advantages afforded by the liberal education  
 we propose. Employers of labour will  
 appreciate the fact - that the young persons  
 they engage are in the habit of giving absolute



attention to instructions, & of checking  
 intelligence & responsiveness in carrying  
 them out; nor will they be slow to discover  
 the fact that their employees are actuated  
 by high ideals of character & conduct drawn  
 from the literature upon which they have  
 been nourished, & governed by religious  
 principles, <sup>the teaching of which</sup> which has never been allowed to  
 become tedious to them.

Education is at present apt to be  
 confined within its borders - the four  
 walls of thousands of admirable schools,  
 but we want irrigation; this Dale of ours  
 must be led into every paddypiece in the  
 empire, not merely as a schoolroom occupation  
 but as a supreme influence in life. As  
 a result, we may expect not only  
 general amelioration of manners -  
 perhaps our manners are not bad on  
 the whole - but a general sense of duty  
 & discipline, not imposed from without  
 but a spontaneous product originating from



Let us again praise  
the love  
of Parnassus means the learning of every  
of the sage & children become bachelors  
Counselors, the teachings of history & poetry  
Parnassus adds a safe counsel

The man who has assimilated a fair  
deal of ordered reading dealing with on  
both sides of many questions is less  
likely than another to be carried off his feet  
by the hot orator. Besides, he has many  
things to think about, & no man has a  
privilege, "but thinking makes it so"  
the never ending process of logic-proving  
about some <sup>trifling</sup> matters, <sup>no</sup> ten minutes less  
work on two pages more sage! The world  
may find out some day that a liberal  
education is ~~an education~~ "pay." even  
in a sense of "freedom."



G. Liberal Ed. for All.

P. 19 p. neu 54H

Dear Sir

I am sorry to have assumed ~~more~~ <sup>an</sup> ~~importance~~ <sup>importance</sup> ~~in my letter of Feb. 15th~~ <sup>in the paper of the West-riding County Council</sup> ~~on the part of the West-riding County Council~~ <sup>writing</sup> ~~than the circumstances warranted~~ <sup>in the subject of my letter of Feb. 15th</sup> ~~to have warranted~~ <sup>to be 193</sup> ~~but I was unwilling~~ <sup>to acknowledge my indebtedness for the fact</sup> ~~to acknowledge my indebtedness for the fact~~ <sup>that that Council did, as a matter of fact, call</sup> ~~that that Council did, as a matter of fact, call~~ <sup>forth, whether by way of allowance or encouragement,</sup> ~~forth, whether by way of allowance or encouragement,~~ <sup>these pamphlets on "A Liberal Education which</sup> ~~these pamphlets on "A Liberal Education which~~ <sup>have been very widely read. Many I think</sup> ~~have been very widely read. Many I think~~ <sup>Mr. Dunn for the courteous way in which he calls</sup> ~~Mr. Dunn for the courteous way in which he calls~~ <sup>attention to my statement, & add that most</sup> ~~attention to my statement, & add that most~~ <sup>of the schools I have alluded to are not</sup> ~~of the schools I have alluded to are not~~ <sup>under the jurisdiction of the W. T. C. C.</sup> ~~under the jurisdiction of the W. T. C. C.~~ <sup>but of other Councils in the close neighbourhood</sup> ~~but of other Councils in the close neighbourhood <sup>of their district.</sup> ~~of their district.~~ <sup>It is quite true that the two papers in question</sup> ~~It is quite true that the two papers in question~~ <sup>were not received with much enthusiasm</sup> ~~were not received with much enthusiasm~~ <sup>at Dingley but they received later a warm</sup> ~~at Dingley but they received later a warm~~ <sup>welcome in several other districts & counties,</sup> ~~welcome in several other districts & counties,~~ <sup>Mr. Dunn raises two points which</sup> ~~Mr. Dunn raises two points which~~ <sup>I am glad to have the opportunity to discuss, as</sup> ~~I am glad to have the opportunity to discuss, as~~ <sup>relates to matters</sup> ~~relates to matters~~ <sup>being of great importance.</sup> ~~being of great importance.~~ <sup>the revised code (an answer to</sup> ~~the revised code (an answer to <sup>191) may I submit that 2/6 per head for books, (not for</sup> ~~191) may I submit that 2/6 per head for books, (not for~~ <sup>pupils)</sup>~~~~



for the actual material of education is not much in schools ~~that~~ is admirably built off equipped & manned, that it covers the cost put in - probably £2 or £4. Much ingenuity has been exercised in reducing the cost of the necessary books to this comparatively small <sup>amount</sup>; also, all the considerable books with ~~books~~ all the considerable books with ~~books~~ last for a number of years so that the ~~actual~~ average cost per ann. will probably be below the present allowance for books in most schools.

(6) Mr. Innes speaks of the spirit "already found in the work of all good schools," & I should like to add my testimony to the liberality & freedom with which the schools I know of are conducted. Many of our measures are taken to secure that the children do read & that children's libraries are provided. I shall quote later from letters written by the boys of a certain school which showed that they make good use of their library & of the time allowed for quiet reading. The schools are in fact so good that one wonders at the enlightenment shown by the teachers in their desire to tell in with a method which rests upon some

discoveries as to the behavior of mind, the value of the child in the future.

(7) Mr. Innes presumes to say that it (the scheme in question) "does not allow liberty in the choice of books; this is a serious charge & a true one, as far as certain periods of the school day are concerned. But the question is, whether it is better to work with a considerable number of prescribed books which answer that is, from which children are able to ~~assess~~ know a little in detail, or to deal with a smaller number of books of whose contents, as of the oral lessons they receive, average children are able to give only a ~~summarized~~ & imperfect account. I do not find that teachers attach importance to the right of choosing the books they use, but they are very much aware of the great difficulty of such choice. We all remember how, year after year, the Head Master of the Public Schools Sat in Conference on the question, was it the best Latin Latin Primer to be recommended to Preparatory Schools or the new Latin Grammar? Answering, the incident



instructive as showing that the right books for use in a school is a vital question to which working teachers have little time to give.

Lastly, your correspondent objects to the fact that the scheme "involves" working closely to detailed direction issued by Miss Mason. Here, too, is a salient point has been touched, & I can only plead in excuse for offering my services to my fellow teachers, that I have had the practice of a quarter of a century in observing what books children will receive & assimilate & which they will totally reject; (our last programme is No. 75). Also, the terminal examinations, quite foreign affairs, are necessarily upon set work, & I believe them to be of the highest educational value.